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ABSTRACT

In the form of a diary, an educational consultant describes the highlights of three months of organizational development at an Australian high school. The intervention involved staff, administrators, teachers, students, and parents in the goal of improving the quality of life and learning at the school. Change strategies are described and the sources identified in the bibliography. (MLF)

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O.D. INTERVENTION DIARY - WHITEWATER STATE HIGH SCHOOL

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O.D. INTERVENTION DIARY - WHITEWATER STATE HIGH SCHOOL

23.4.77 PROLOGUE

P.H. MEGGITT

Since receiving high school Principal Malcolm Jones's letter last month, I have visited Whitewater on two occasions and listened for about four hours, without comment, as the story of his perceptions of the problems unfolded. In summary he has identified them as:- (a) poor staff morale (b) intra-staff conflict (c) intro-administration team conflict (d) intra P. & C. conflict and (e) poor staff-student relations. The pattern is familiar from my own eleven years as a teacher and subject master in high schools and extensive reading in the area of school climate where such researchers as Grassie (1972) and Ogilvie (1974) have identified most high schools in Queensland as having "closed" climates i.e. low on synergy and high on impedance. It was partly this growing evidence and such work as that of Logan and Dore (1976) on perceived in-service needs of teachers in which the need to improve school climate and internal communication came out at the top of the needs heirarchy that persuaded me to move into the O.D. field as a matter or urgency last year. Since then I have made a number of minor interventions (on request) for the A.A.B.H., the Technical Education branch; the Princess Alexandra Hospital and more recently the Sunnybank Lions' Club and a participative job re-design at my place of employment. This is my first opportunity in the arena for which my experience and training (in educational administration) have best equipped me. I mustn't blow it! I have been reading extensively in the O.D. area for some months now, attended a week-long, O.D. seminar last December and through this experience and participation in PY812 have heard the views of quite a large number of successful O.D. practitioners now on the "do's" and "don'ts" of the science. I think I am ready to take the plunge.

25.4.77 WRITING THE CONTRACT

I arrived at Whitewater at 10-00 a.m. and informed Malcolm that I was willing to help and, following the advice of Bob Dick, explained that, while the situation would not deteriorate, I could not promise any miracles. He agreed that the possibility of improving teacher job satisfaction and parent, teacher and pupil co-operation and morale was worth the risk. I then spent about two hours explaining the conditions under which I would operate. He was agreeable and I later wrote these up and sent him a copy:-

(a) The scope of the intervention - I would work over a period of 7 months with the total school community, i.e. staff - admin. and teachers, students and parents (the clients) towards the stated goal of "improving the quality of life (relationships) and learning (productivity) at Whitewater State High School".

(b) Role of the Consultant - My primary goal was to "help the client system to develop its own resources" [1] for ongoing "problem-solving and renewal processes, particularly through a more effective and collaborative management of organization culture" [2] i.e. I was to adopt a "collaborative/dialogic approach ... widely regarded as universally appropriate" [3]. This decision was not taken hastily. I read Peter Clark's article carefully and applied his checklist:-

"The Collaborative/dialogic approach is appropriate when:

- the focus is upon interpersonal relations with respect to openness
- the intervention is intended to achieve some in-depth transformation of attitudes
- the problem scope is broad
- formalization of diagnosis and solution is low
- there is both cognitive and experiental emphasis at different times
- the problem is not clearly articulated
- there is no immediate crisis or it is a situation of anticipated problems
- an integer power center exists
- knowledge-using style is characterized by a spirit of inquiry
- the client expects a joint relationship and can allocate resources
- the research agency is multiskilled and flexible" [4].

(c) To whom responsible - To the principal client i.e. Malcolm Jones but also to the Director of Secondary Education and his Management Services Officer and "every person in the system entered"[5] (i.e. to staff, parents and students).

(d) Time schedule - I would undertake to complete my intervention by 9.12.77 when the staff goes on holidays with the intention of preparing school staff to conduct their own goal-setting and strategy-planning weekend prior to the commencement of school in 1978.

(e) Fee - travelling expenses only. My employers have granted me leave with pay covering meals etc.

(f) Expectations of client and consultant - Malcolm's expectations were clearly stated i.e. that the Director and his Management Services Officer be informed of any proposed interventions and that only expenses would be paid. My expectations were clearly stated in the client-consultant contract [5] produced by Cliff Bunning and the Administrative Development Centre of the Public Service Board to which Malcolm agreed as principal client.

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1. W.L. French & C.H. Bell: "Organization Development", Prentice-Hall Inc., N.J., 1973 p. 174
2. Ibid p. 15
3. P.A. Clark: "Intervention Theory: Matching Role, Focus & Context" p. 179
4. P.A. Clark: "Intervention Theory: Matching Role, Focus & Context" P. 189
5. C. Bunning: "The Client Consultant Contract" A.D.C. 1976

(g) Openness of information; confidentiality of individual's responses and relationship between the external consultant, and all other parties in the total school community - These were all spelt out in the written contract and agreed to. The above dimensions of the contract were those identified in Professor Dunphy's extremely useful compendium "The behavioural scientist as consultant".[6] This completed the contract-writing stage and I now propose that I be introduced to the staff, student representative council and parents and citizens association to explain the purpose of my work. The diagnostic and credibility building stage was about to begin.

23.5.77 CREDIBILITY AND DIAGNOSIS

Teachers have not yet recovered from visits by teams of school inspectors who, nowadays deal only with the probationary teacher, the problem teacher and the upward-mobile but still strike terror into the hearts of all. They were extremely suspicious when I kept re-appearing at Whitewater and spent so much time with the Principal. I also made a point of wandering around the school grounds talking to students about themselves (including their school) and was introduced early in the piece to staff as a friend of the Principal's who he was showing around the school. I joined them for a cup of tea occasionally and joined in their small talk. As a former high school teacher (known to them) I was also able to compare notes with them when asked to do so. Naturally enough Malcolm was under suspicion as "the new boss" and I was constantly asked what I was doing at the school. I replied that I was a researcher in organizational studies and was looking at the possibility of involving them on a project which would help me in my work and also help them improve their school in any way they thought desirable.

The staff had returned from their May holidays a week ago, had settled back into the job and had already attended their first staff meeting at which Malcolm had announced that I would be addressing them next Monday on the possibility of involving some of them in a school-based research-project.

By the time this momentous (for me anyhow) meeting took place I was received with less suspicion than I expected and outlined my intentions:-

(a) I was a behavioural scientist interested in the problems of the high schools in coping with change.

(b) Malcolm, through a mutual friend, had invited me to visit his school and decide whether or not I would like to get involved with the staff in tackling some of the problems of change (e.g. changes in the Radford Scheme, in community expectations and in student values which were state-wide). I stressed carefully that he had made it clear that his teachers would need to be interested and willing to co-operate before I could go ahead.

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6. D. Dunphy: "The Behavioural Scientist as Consultant" - address to the Annual Conference of the R.I.P.A., Canberra, Nov. 1975 p. 15.

(c) I had been talking to students and teachers as well as the admin. team and was convinced that all sections were aware of the problems created by a society in a period of rapid change and concerned about improving the quality of life and learning in their school.

(d) I quickly reviewed the research on school climate and teacher, student and community expectations to show them that the problems were widespread and increasingly recognized. I then invited them to become part of an experiment in meeting some of these problems in a collaborative effort in which my role would be that of process consultant ONLY assisting them to identify both the problems and some possible solutions which they would implement and evaluate after I had gone.

My reception was mixed. There was sufficient interest to warrant a further staff-meeting at which I indicated I would assist them with problem-identification at the end of which they could decide whether or not the project should continue.

30.5.77

Before the next staff-meeting I talked to a number of staff and students informally and found that interest (curiosity?) in the project was growing. The students had been told what I was up to by a younger member of staff who had good rapport with his students and urged me to involve them in the exercise as soon as possible. I mentioned this possibility to the deputy who was horrified and the senior mistress who was very sceptical. The principal who had involved his senior students to quite a remarkable extent in his last school was most supportive but wanted to test staff support before agreeing.

I waited until the usual routine announcements had been made at the staff meeting and proceeded to conduct a FORCE-FIELD ANALYSIS [7] with the goal "Whitewater's efforts to produce effective workers and citizens and fulfilled individuals for the future while ensuring teacher job-satisfaction." This goal was derived from a brainstorming session which lasted about 15 minutes trying to decide the 3 major reasons for which Whitewater S.H.S. exists. The above conglomerate goal combined the 3 major concerns of the needs of teachers and students and of the society at large which arose. Positive and negative achievements were listed. Many of the things identified in the positive list were contradicted in the negative list which was much longer and much more specific. The group then indicated 5 most urgent problems. They were rapidly increasing work-load, lack of resources, student apathy, parent apathy and poor communication. As anticipated many of the problems had been attributed to external forces so the goal "improving communication" was put up and further specific items surfaced such as lack of sharing of resources, uncooperative colleagues, lack of staff-involvement in decision-making and other such relationship problems. I then asked the group if these problem areas were important enough to do something about. At this point the "idealistic and imaginative" subject master suggested that task forces be set up to investigate further these five major areas. Volunteers were called for each task force and it soon became obvious that they were becoming subject-

7. As recommended in J.K. Fordyce & R. Weil: "Managing with People", Addison-Wesley Reading Mass, 1971 p. 108 - "When starting a change effort, boils the problem down to a "do-able" size, opens up new options for actions, can be used by a large group and helps a group of people get on the same wavelength."

area groupings and so I asked the group if there might be any advantage in mixing each group to include reps. of different sections. They agreed it would help them to get to know one another better and get points of view they had not heard before. We then set a time limit for the report-back of one month. I asked each group to gather as much data as possible (with my help) on the dimensions and extent of each problem before jumping into recommended solutions. In fact it was agreed to spend one month collecting data before considering possible action to effect improvements. The task force meetings were to be held in the hour usually reserved for staff-meetings initially anyhow with me acting as a resource person. The principal asked to be involved as an ordinary group member (in the communication group) while the deputy preferred to stay out of the project. The senior mistress asked if she could join the student apathy task force and the deputy finally relented and offered to join the parent apathy group as "he knew a lot about it." Some 15 members of staff opted out of the groups but were given the option of joining any task force at any time if they changed their minds. The remaining 45 and the admin. team of 3 made up the 5 task forces with between 7 and all in each.

6.6.77

The task forces met for the first time in different parts of the school. I decided to sit in on the communication group, considering it to have one of the most difficult jobs to get going. After much discussion and some research inputs judiciously contributed by myself and 2 staff members "who had done some uni. work in this area" it was decided that we were really looking at people problems rather than memos and intercoms i.e. the technology so we brainstormed (this time led by one of the 2 identified above, Brian, obviously a well-regarded opinion-leader in the group) "What are our major people problems at this school?" The list so produced included jealousy, lack of trust, poor listeners, rivalries (individual and intergroup) and numerous others. The group was unanimous - these were the real problems. Someone asked where do we start? Brian suggested let's run a questionnaire to find out which areas the staff see as the most urgent. This task occupied them (with a few leaving at 3 p.m.) until 6 p.m. that night. They didn't need me, until they were looking at remediation problems, anyhow, and even then ... well, let's wait and see.

13.6.77

All groups, except the parent apathy group, have met at least 2 times since last Monday, the momentum is building up and 6 of the former abstainers have now joined in. The student apathy group wants to conduct a force-field analysis at the next S.R.C. meeting. I wouldn't miss that for quids. Think I'll sit in with the parent apathy group this time. They have run out of ideas. (mainly the deputy's ... he is also having an inhibiting effect on the others, unlike the Principal who won the "hearts and minds" of his fellow group-members when he assured them he was guilty of most of the defects they had identified). I posed the question, "If the teachers at Whitewater don't have the answers to the question of apathy who might?" The penny dropped. One young teacher suggested we might involve the P. & C. How? Another force-field

analysis at their monthly meeting. Why not? Things are moving. The resources group is compiling a resource directory for the whole school and had decided to launch a survey of community resources - material and people resources. The work-load group has decided that there is much duplication of teaching, an inefficient use of staff resources, a lack of involvement of community resources, a heavy assessment load which burdens both students and staff and is looking at the possibilities of team-teaching, some integrated theme-teaching and inviting senior citizens and bored housewives to assist (as voluntary aides) with some of the more routine tasks and, where they are qualified, with the correction load. They are also thinking about setting up item banks, drawing on test items from within the school and other schools for testing purposes. They are well into the problem-solving stage.

17.6.77 THE STUDENT REPRESENTATIVE COUNCIL MEETING

Before describing the council meeting there has been another interesting development. I met with the work-load group during Wednesday lunchtime to discuss the possibility of them undergoing a participative job re-design (Fred Emery-style)[8] and have provided them with some reading matter to be considered for out next meeting. I also described a participative job re-design I assisted with at my college. They were very interested.

We met with the students. At the end of the meeting the student chairman enthused that this was the first time they had been asked to do anything other then run school dances and make recommendations for the new school uniform. Their F.F.A. was most revealing - Apathy was due to non-involvement in important decisions such as curriculum changes, realistic school rules, staff-student relationships and the like. The teacher task force committed itself to including student representatives from all grades within their future deliberations. These representatives in turn promised to go back to the students who had elected them and brainstorm (a technique they had never heard of until now, not surprisingly). "What's wrong with our school?" "What can our teachers do to improve our lives here?" and "What can we do to improve their lives and those of our fellow students?" Dialogue was flowing like wine. The student body was awakening and humming with a sense of purpose.

30.6.77 THE PARENTS AND CITIZENS COMMITTEE

Needless to say the students had informed their parents of the "goings" on at Whitewater. Some parents were prompted to mutter to one another about Chairman Malcolm and the communist agitator, Comrade Meggitt. They would write to their member of parliament. Premier Joh would put a stop to this socialistic republican nonsense. On the other hand, many parents wanted to know more and so the next (well advertised) P. & C. meeting was packed to overflowing. Fortunately I was introduced to the parents by none other than the Director of Secondary Education whose Management Services Officer, who had already attended some of the task force meetings, had assured him that the time was ripe for him to take some of the credit for events at Whitewater. His blessing quelled many of their worst fears and allowing the deputy to conduct the F.F.A., which he did well, brought praise from the Director and the deputy's unconditional commitment to the project for all time. The parents were asked to brainstorm the contributions they could make to Whitewater.

8. F. Emery & E. Thorsrud: "Democracy at Work", Centre for Continuing Education, ANU, 1974 p. 97.

They ranged from the usual fund-raising to organizing field trips, assisting with slow readers, giving the school books for its library, appearing in guest spots in classes, developing work experience programs, contributing to curriculum planning, setting up after-school child care, instituting adult education at the school, using and maintaining its library, projectors, swimming pool, sports fields etc. and so on into the night. Then an enterprising parent asked the question, "But what can the school do for its community that it isn't doing now?" and another fascinating list highlighted education as a continuing community-school enterprise. Fortunately the resources task-force and some representatives of all the other groups were at the meeting and suddenly many of their problems seemed to be closely related, interdependencies neglected were now patently clear and collaborative solutions in sight. It would take considerable time and effort but commitment to change was growing apace.

14.6.77

The work study was well underway - a job satisfaction survey had revealed a number of problems areas and the task force decided to carry out a job re-design using the techniques of the dependency-gram[9] the "job-analysis matrix" and the "multi-skilling matrix"[10] with the jobs of principal, deputy, senior mistress, subject master and staff teacher under review. Many of the administrative tasks formerly undertaken by the deputy, e.g. the timetable, discipline, completing returns and other traditional (fairly non-rewarding) tasks were either shared or taken over by staff members. This freed him to carry out the new role of staff development (internal O.D. consultant) as recommended by Ogilvie, (1974) [11]. This "hard-working but rather 'narrow' man" was given a more challenging and far more rewarding role while staff were more involved in "administrative decision-making". The senior mistress was now devoted to student counselling and liason with the S.R.C. which now had staff representatives and was renamed the School Representative Council. Her former role of disciplining female students was delegated to the pastoral care teachers whose role was preventative rather than curative anyhow. Likewise each subject team met with its subject master and role-negotiation[12] and job-analysis produced a re-distribution of tasks and a sharing of resources, responsibilities and decision-making. A climate of collaboration was growing but some old rivalries die hard.

21.6.77

The communication task force identified 2 serious obstacles to further progress (a) the maths. science teachers vs. the rest and (b) the disputes between 2 pairs of teachers who were always at one another's throats in subject-meetings. They asked me if I knew of anything that might help. I thought they'd never ask. I had experimented with the "meeting for two" [13] technique in resolving a growing problem with a close colleague at College (with no 3rd party). The results were most satisfactory and enduring, so I asked the group if they would like to see the film "Confronting Conflict"[14] which showed Sheldon Davis in what was actually a kind of Family-group team-building[15] exercise. The film stimulated a good deal of discussion. Two members of the group - Brian and one of the "old guard" both in the same department,

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9. "A dependency gram" - handout from Bob Dick, Uni. of Queensland, April 1977.
10. F. Emery & E. Thorsrud: Op. cit. p.136.
11. D. Ogilvie: "The High School Deputy and Staff Development" in "The Practising Administrator", Q.I.E.A., No. 7 February 1974.
12. J.K. Fordyce & R. Weil: "Managing with People" pp. 176 - 178.
13. Fordyce & Weil: "Managing with People" pp. 114 - 116.

felt they would benefit from a meeting for two. Bug lists, empathy lists etc. shared and follow-up planned, the group was sold on the value of the technique. The pair reported back to the task force on the following Wednesday. Tom, the older teacher was so excited he asked that the film should form part of their report to the total group at the end of the month; I went on to describe the Family-group team-building meeting. The members immediately suggested that the English department, the library staff and the admin. team could benefit from such an approach. Actually it was the Principal who suggested the latter. I obliged but requested that they learn the technique quickly as both deputy and senior mistress would be asked to act as 3rd. party for the English department and library staff if they were willing. This left the maths, science vs. the rest dilemma. I outlined the Inter-group team building [16] procedure and all present indicated their willingness to clear the air. I suggested that this would have to be settled at the meeting of the total group and only if both parties were willing. The time was drawing near for the total staff to report back.

28.6.77

Tom proposed at today's staff meeting that so much had happened and there was so much to report that he was willing to spend a whole day - a Saturday - listening to what the other task forces had discovered and would recommend (the diagnostic phase was well over - action planning was going on in every quarter). Brian asked if anyone felt they needed a whole weekend. To my astonishment and considerable pleasure a forest of hands went up. I was asked to attend and the student apathy and parent apathy groups insisted that their client (and now considerably less apathetic) groups would also need to attend. No one disputed this. The client-groups I had identified in the contract had come together without any manipulating on my part. The Director and his Management Services Officer were also to be invited.

2.7.77 ARRAYING ALTERNATIVE STRATEGIES

I checked with Dunphy's list last night. The criteria had been largely met:-

(a) providing educational inputs to increase awareness of behavioural science knowledge and techniques viz. barriers to communication (research); team-building film; dependency-gram technique; background reading - extracts from F. Emery & E. Thorsrud: "Democracy at Work" C.C.E., A.N.U., 1974 [17] on Job analysis grid and Multi-skilling grid and D. Ogilvie's article: "The High School Deputy and Staff Development" [18] and, not to forget, the technique of force-field-analysis.

(b) creating a climate of openness and trust - the preceding events would not have been possible otherwise. I am sure that my modelling and that of Malcolm and, later his deputy and senior mistress were instrumental. One can also identify Brian and Tom as making a major contribution.

(c) involving those concerned in the choice of strategies -

14. "Confronting Conflict", Sheldon Davis, T.R.W., Redondo California.
15. Fordyce & Weil: op cit pp. 117 - 123.
16. Ibid pp. 124-130.
17. Emery & Thorsrud: "Democracy at Work"
18. Ogilvie: "The High School Deputy and Staff Development".

(d) testing these strategies in accordance with the principles of open information - the team-building is helping here but is, as yet, confined to the communication task force; - the job satisfaction survey has also lubricated the flow as has the job re-design; the resources sharing and the candour of the parents and students have also contributed a great deal.

- of broad participation - the total school community - maintaining or improving effectiveness and work satisfaction - the job re-design, the task forces etc.
Are these strategies practical, simple, timely, costly?
Are the skills available? [19] I have seen my role as process consultation. The skills have been taught for future use by the participants themselves and every strategy suggested has been evaluated by the groups, according to these criteria, before being adopted.

F-day (feedback day) has arrived. It is a beautiful, sunny Saturday morning and all the people described above assemble in the packed Commonwealth library to review progress. The task force reports come in:-

1. THE WORK-STUDY TASK FORCE (Renamed). The results of the job-satisfaction survey are reported. Job re-design is already underway within the departments. A special staff meeting is planned for a job re-design of the jobset - Principal, deputy, senior mistress, subject master and staff teacher. A follow-up job satisfaction survey is planned for October to review progress towards the goals of greater efficiency and job satisfaction. The students will be involved in the former.

2. THE RESOURCES TASK FORCE - The school resources directory has been printed and distributed to all staff and students. The parents and citizens with help from the teachers are conducting a "survey of community needs and resources". These include both material and people resources. A work experience program is being planned by a sub-committee including the students.

3. THE PARENT INVOLVEMENT TASK FORCE - (notice its new name) reports record attendances at P. & C. meetings. Several task forces have been set up including (a) an after school child care programme (b) the work experience programme (c) the parent aides programme (d) the community needs and resources survey programme (e) the curriculum upgrading programme (a la Collinsville) (f) the adult education programme and (g) the community recreation centre programme.

4. THE STUDENT INVOLVEMENT TASK FORCE - (another name-change). The S.R.C. has been re-constituted and re-named the School Representative Council. Students and staff (as well as parent representatives) invite interesting guest speakers, organize lunch hour festivals of art, music etc. and have set up task forces in the areas of (a) curriculum changes (b) school rules (c) improving staff-student relations (d) a peer conselling service (e) a buddy system for inducting new students (f) a student travel service (g) a student employment service - babysitting etc. (h) school camps planning committee (i) student clubs and (j) a social committee

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19. D. Dunphy: "The Behavioural Scientist as Consultant" p.15.

5. THE TASK FORCE FOR BETTER HUMAN RELATIONSHIPS - This group identified the major problem areas as revealed by its questionnaire as building trust; improving listening and responding skills; improving helping skills; assisting develop conflict management skills; personal growth and team-building- improving problem-solving and decision-making.

It showed the film, "Confronting Conflict" and reported on the success of several (by now) meetings for two; 4 Family-group team-building meetings and 2 inter-group team building meetings - maths science and maths science english teachers. They also reported that some meetings for 2 had been held between P & C members and even students. They showed the film "Listening" and have started to develop a library of behavioural science books, articles and films dealing with personal growth, interpersonal relations and group dynamics. The deputy has joined the A.I.T.D. and the A.I.H.R. and is attending classes at the Uni of Q. in O.D., Job re-design and I.T.C.A.S. The internal consultancy role is one he wears well but he realizes that his change-agent resource-people list is growing as the school progresses towards its goal of developing problem-solving and self-renewal processes.

IMPLEMENTING

Dunphy lists the next 2 phases as programming the stragegies i.e. "allocating responsibility and authority in such a way as to maintain commitment and allow them to influence the program and integrating the programme with structural changes and financial decisions" [19]. These steps have been incorporated in the participative design from the very first. The next phase is building assessment points into the program i.e. "allowing for progressive evaluation, critiquing, anticipating problems and generating contingency plans"[20]. It seems that the integrated and participative design (with its survey-feedback components throughout) has largely been an open, critical and flexible one by its very nature.

He then lists implementation, evaluation and consolidation (e.g. a revision of the reward structure - as with Main Roads the rewards have been in terms of 'motivators' as well as "hygiene factors" for flexi-timing is now being considered and duty loadings (extra salary) being asked for in a Q.T.U. submission to the department).

31.7.77 EPILOGUE

The August holidays approach rapidly now and my consultative role is almost over. The deputy principal is acting as a resource person to all the task groups now and I feed him materials - articles, films, contact people etc. all the time. The experience has been written up in "The Teachers Journal" and other departmental journals such as "Quest" for it is their story as much as mine. The "Courier Mail" has run 3 articles on the success story and the school has many visitors to escort around and "spread the gospel" to.

I will be returning in November for a day-long report-back of the ongoing evaluation of the school's new programmes. Malcolm, Jim the deputy; May the Senior Mistress, Brian, Tom and the others ring me at work from

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20. Dunphy: loc cit.

time to time to tell me about "another minor miracle" which has occurred. My forebodings only 3 months ago are distant memories and I am in great demand as a "miracle worker". I am careful to point out, however, that every school has a totally different set of variables to be overcome; that O.D. failures in schools are legion and that Hawthorne effects often wear off very rapidly. I also point out that in 6 months time many of the new arrangements may be obsolete and unworkable as future shock catches up with our well-insulated but highly vulnerable school system.

Nevertheless my faith in the people at Whitewater has been fully vindicated and their problem-analysis and problem-solving skills should assist in the processes of collaborative self-renewal in the months ahead.

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